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# Education in Korea





EDUCATION IN KOREA

by

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Ministry of Education

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*"As you must take the best care of plants if you expect them to yield the best fruits in the future, so must children be best educated if they are to become the core of the nation's future strength."*

President Syngman Rhee

## FOREWORD

*"The aims of education are:*

*The integration of the character of the individual*

*The preparation of the individual*

*to live as a citizen of an independent country*

*to serve in the development of a democratic nation*

*to contribute to the ideal of mutual service*

*in accordance with the concept of Hongik Inkan, 'the greatest service for the benefit of humanity'."*

*Educational Law (liberal translation)*

Korea has an ancient civilization, and for many hundreds of years scholarship has been honored as it is today. According to tradition, Chinese writing was introduced into Korea more than 3000 years ago. The first great national document, the "Historical Records", was compiled by leading scholars in 543, during the Silla dynasty. Toward the end of the eighth century, the introduction of the Chinese examination system established the practice of recognition and reward for the most learned of the nation.

In 1403, several decades before the printing of the Gutenberg Bible, movable type was used in Korea, and in 1443 an effective phonetic alphabet of 24 characters—*Hangul*—was originated. Increase in book publication and development of schools continued until the nineteenth century, when reaction against foreign influence set

in and Korean education began to lag.

Toward the end of the nineteenth century American missionaries established several schools in Korea, and more than 100 young men were sent to study abroad. This new foreign educational influence was halted, however, with the Japanese annexation of Korea in 1910.

During the thirty-six years of Japanese domination—from 1910 to 1945—very few Koreans were permitted to receive an education beyond elementary school, and over 77% of the population was illiterate. Japanese was the official language; the speaking, writing and reading of Korean in the schools were strictly forbidden. Therefore at the time of the liberation in 1945, Korea was faced with the immediate problem of a nation-wide attack on illiteracy and the providing of an expanded educational system based on the Korean lan-

guage, history and culture. During the succeeding five years, from 1945 to 1950, heartening advances were made in both areas.

When the Communists invaded Korea in 1950, destruction of the educational program was a major objective. Almost one half of all class rooms was totally or partially destroyed; ninety percent of all equipment (including libraries and laboratories) wiped out; and more than 25 percent of the teachers and college professors killed or captured. Thus, after only a few years, the rebuilding of the shattered new educational system became necessary.

Basic needs in an effective rehabilitation program were immediately apparent:

1. A health program to counteract the wounds, malnutrition and disease suffered by children and adults during the war years
2. The building and repairing of schools; replacing old and providing new equipment
3. The writing and printing of Korean language textbooks at all levels
4. The recruitment and training of teachers
5. Continuing the program to eliminate illiteracy
6. Providing vocational education as an aid to rebuilding the economy
7. Encouraging a knowledge of national history and culture
8. Education for democracy.

Encouraging progress has been made since the Armistice in 1953. In December, 1957, the percentage of enrollment of first-grade-age children was 95.6%; 3,187,838 children were attending 4336 elementary schools, 715,183 were enrolled in the middle and high schools, and 92,087 in the 56 colleges and universities.

More than 273 vocational high schools have been built (there were fewer than 15 vocational schools before 1945); eighteen normal schools, six teachers' colleges and two junior teachers' colleges are training instructors; a Fundamental Education Center is training skilled leaders for agricultural communities, and all but 6.6% of the adult population can now read the Korean alphabet.

These accomplishments have been made possible through the work and sacrifices of the Korean people, the continued cooperation of Christian missionaries, and the aid of United Nations Korean Reconstruction Agency, United Nations Educational, Scientific and Cultural Organization, Armed Forces Aid to Korea, and of governmental and private agencies in the United States.





WAR-TIME TENT SCHOOLS ARE REPLACED

BY FUNCTIONAL MODERN BUILDINGS



## Increase in Numbers and Enrollment Korean Schools and Colleges

1945—December, 1957

Type of School	Increase in Number		Increase in Enrollment	
	1945	1957	1945	1957
Elementary	2,928	4,366	1,600,264	3,187,838
Civic	—	2,852	—	215,736
Middle	248	1,034	71,701	439,571
Higher Civic	—	384	—	45,373
Trade	—	66	—	9,130
High(academic)	—	338	—	159,799
High(vocational)	—	273	—	115,813
Higher Trade	—	62	—	7,533
Normal	9	18	6,000	12,924
Junior College	25	7	8,560	2,526
College	1	34	800	29,013
University	—	15	—	60,548



## ELEMENTARY EDUCATION

Reverence for scholarship is traditional in Korea. Parents will make great sacrifices to provide schooling for every son and daughter. Teachers are venerated, and an old Korean proverb refers to the teacher as "the parent who taught me." During the invasion, when the schools were evacuated to the South, children and teachers often sat out of doors on the hard frozen ground in bitter winter weather to hold classes.

After the armistice in 1953, a nation-wide rehabilitation of the educational program was begun. In

December, 1957, there were 4366 elementary schools in the 167 school districts of Korea, with an enrollment of 3,187,838. Kindergartens, comparatively new to Korea, had increased to 153, located chiefly in the larger cities. Elementary schools are co-educational, and from the modern brick buildings of the Duk Soo School in Seoul, with 3700 children, to a tiny one-room wooden school house with its 69 pupils in the mountains of Kyong Sang Puk Do, Korean boys and girls learn and play together.





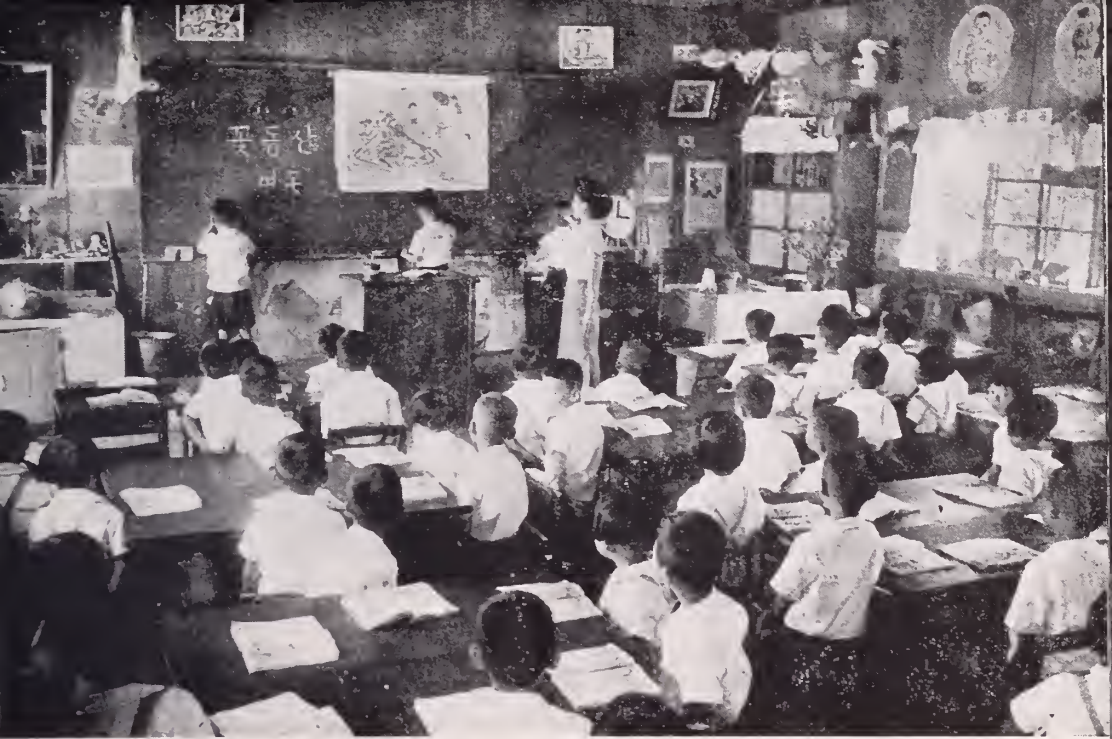
IN  
THE  
CITY

IN  
THE  
COUNTRY



IN THE  
TINY  
MOUNTAIN  
VILLAGES





**KOREAN BOYS AND GIRLS  
LEARN AND PLAY TOGETHER**





The Korean language, arithmetic and social studies are the basic subjects in grades 1-6. Instruction in health is begun in the first grade, and an average of 2.5 hours a week is allotted to physical education. Simple vocational training—home-making, gardening, working with tools—is provided for fourth, fifth and sixth graders.

School administrators attempt, in so far as possible with large classes and limited facilities, to make the curriculum practical and interesting, and children are encouraged to translate into day by day action the lessons learned in the class room.

Special interests are encouraged. Even the the humblest school-room is bright with flowers and bowls of goldfish; the children's paintings decorate the walls, and the best are chosen for the annual National Children's Art Exhibitions. In the summer

the streets blossom with gaily-colored butterfly nets in the hands of grade school children chasing moths and insects to add to a classroom collection in September. Both girls and boys begin to learn Korean folk songs and the graceful traditional dances as toddlers; music and dance festivals are popular with children and parents. Games are many and varied, and excursions to nearby places of interest frequent.

Six years of free elementary school education for all children are provided for in the constitution of the Republic of Korea; however, the economy is not yet sufficiently stabilized to implement this provision fully. Part of the expense of elementary education is met by a special education tax—graduated according to income—levied on all adult wage-earners; part through the Ministry budget, 84% of which is allocated





**MEMBERS OF THE DUK SOO ELEMENTARY SCHOOL PTA  
DISCUSS SCHOOL AFFAIRS AT A MEETING IN THE PRINCIPAL'S OFFICE.**

for elementary education. A Parent-Teachers Association\* fee of 400 hwan (80¢) is paid by each child monthly to the schools in large cities; the maximum amount of this fee is set by the Ministry. An additional temporary fee of 600 hwan (\$1.20) a month is currently levied (1958—1959) for building and for physical facilities. Parents must buy necessary text books and school supplies. A complete set of textbooks—six for the first semester and four for the second—may be purchased for the equivalent of \$2.15. A few private elementary schools receive support from church groups. The Ministry

subsidy is spent on teachers' salaries; in order to ensure an equal calibre of instruction in all schools throughout the country, the basic salary for elementary school teachers is the same and promotion is earned through merit and experience.

\*The typical Parent-Teacher Association in Korea is composed of two branches, Teachers and Parents, each meeting monthly with a joint meeting twice annually, and has two objectives:

(1) to serve in an advisory capacity to the school administration, and (2) to serve as a medium for the collection of the PTA fee.

The PTA fee, still necessary in the larger cities where educational costs are higher, is being discontinued wherever possible and will eventually be entirely eliminated.

Although the PTA fee and the cost of books and supplies represent a small sum, the cost is entirely beyond the means of many of the poorer families. There are three ways in which this problem is met:

(1) The Civic Schools. Civic Schools—in addition to the regular elementary schools—have been created for the benefit of those children, beyond the normal age for elementary school, who were unable to enter school at the proper time because their parents were unable to pay the fees. There are 2852 of these schools, with 215,736 pupils. Here the curriculum, in three years, covers the basic requirements in condensed form of the prescribed six-year course, and the fee is very

small. As more funds become available for free education, these schools, fulfilling a felt need at the present time, will be gradually discontinued.

(2) Children living in orphanages may attend elementary school without the payment of any fees; school supplies may be provided.

(3) Government Aid. If a family cannot afford even the cost of books and supplies, a petition may be made to the Educational Board, and after investigation, aid may be given by the board.

Handicapped children are cared for in part by special schools. The Seoul School for the Blind, Deaf, and Mute operates on the elementary, middle



TRAINING  
IN  
BRAILLE  
FOR BLIND  
CHILDREN





**A FIRST-GRADER IS ABSORBED IN HER NEW TEXTBOOK**

and normal levels; there are similar schools in Taegu and Pusan, and almost a dozen small private institutions. It is the aim of the Ministry to establish one public school for the Blind and Deaf in every province.

The building of a magnificent up-to-date printing plant, through the aid of UNKRA and UNESCO, has made possible the printing of millions of new elementary textbooks; and supplies such as maps, modeling clay,

paints, and science apparatus are to be found in the larger urban schools. Small rural schools still have little or no equipment.

Although the shortage of classrooms has resulted in a large number of students in every class—the average is 70-80—increased opportunity is being provided in the elementary grades for informal discussions, for group projects, and for experience in democratic living.



THE 273 VOCATIONAL HIGH SCHOOLS PROVIDE TECHNICAL, AGRICULTURAL AND FISHERIES CURRICULA ; 328 ACADEMIC SCHOOLS OFFER LIBERAL ARTS





## SECONDARY EDUCATION

### The Middle School and Academic High School

Formal education for half of Korea's sixth graders is completed on graduation from elementary school; in 1957, 50.5% continued their education in 1034 middle schools. There are 890 middle schools for boys and 144 for girls; coeducation is rare except in some country districts and in experimental schools attached to a college of education.

Students are admitted to middle schools (7th, 8th, 9th grades) only upon the successful completion of an exacting competitive qualifying examination, and the right to wear the school uniform—navy blue or gray tunic and trousers with visored cap for boys, and navy blue or white middy blouses and skirts or slacks for girls—is a proud distinction. Entrance examinations do not constitute the sole problem for a student desiring to enter middle school. Secondary education is not compulsory, and the fees, while modest by western standards (approximately eight to nine dollars total a month, plus a \$40 admission fee in the largest city schools), are beyond the means of

many parents. If the family cannot afford a secondary education for all the children, the sons are given preference.

In middle school the basic curriculum includes Korean language, mathematics, social studies, art, music and physical education, plus electives selected from a list including several foreign languages, vocational training or home-making, and others. Although a foreign language is an elective subject, practically all middle school students begin the study of English in the 7th grade.

Some middle schools are affiliated with high schools (10th, 11th, 12th grades) and the two schools, when on the same campus, are operated under the administration of one principal as integrated units.

Approximately 70.4% of middle school graduates continue their education in 611 public and private high schools. Entering classes are selected by means of competitive examinations; a few of the best known schools can admit only one third of the total number of appli-

cants, and the competition is keen.

The academic high school offers the classical curriculum, plus electives and extra-curricula activities. In the past, the curriculum was largely limited to the courses required for entrance into the various colleges, and instruction was directed almost entirely toward the preparation of students for the exacting competitive college entrance examinations. Prestige for a school and its instructors was gained according to the percentage of students successfully passing the examinations.

At the present time, although the college preparatory function is retained, a well-rounded curriculum with a wider variety of courses is increasingly emphasized.

Required courses include Korean language, general social studies with emphasis on political and economic society with its geographical and historical background, ethics and

morality, Korean history, mathematics, science, music, arts, physical education, and vocational education or home making. Some electives are offered, such as a foreign language (usually English, French or German, with English an almost universal choice) and others.

All middle and high school students are automatically members of the National Students Defense Corps, an organization with two objectives: (1) to aid the students to understand the needs and problems of their own country, and (2) to promote and administer student government and student activities. Officers are chosen through democratic elections; students gather often to discuss and to seek a solution for their own problems. Many interest groups are also active: Art, Gardening, Oratory, Science and Camera Clubs; Dramatics, Chorus, Band, and Orchestra; Junior Red Cross, sports, and newspapers.



**HISTORY  
CLASS**



PRESIDENT AND MRS. RHEE CONGRATULATE THE CHAMPION GIRLS' BASKETBALL TEAM OF SOOKMYUNG GIRLS' HIGH SCHOOL



BASEBALL IS POPULAR AT BAICHAI HIGH SCHOOL



OTING FOR THE  
RESIDENT OF  
HE STUDENT  
OUNCIL AT  
YONGGI BOYS  
IGH SCHOOL

ORATORY

DEBATE



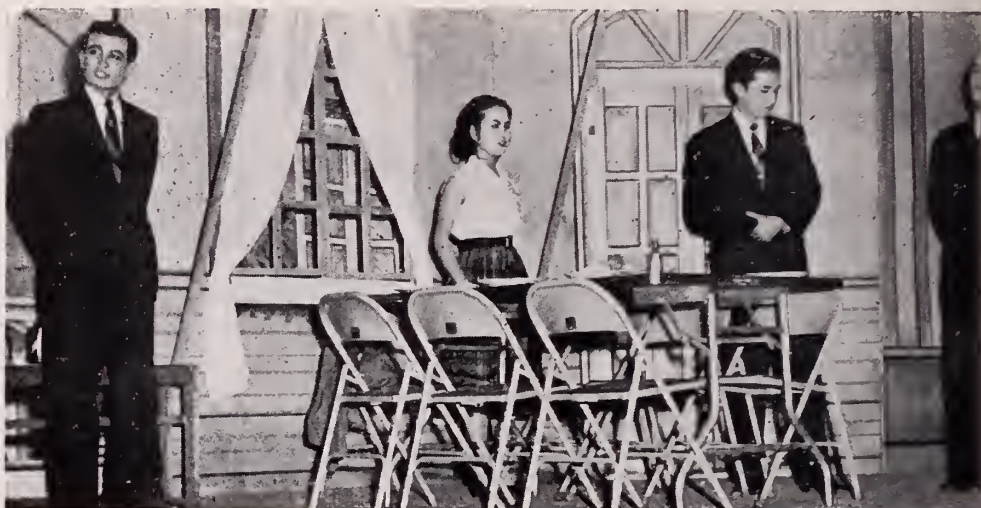




FOLK DANCING



HIGH SCHOOL GIRL PLAYING THE GAYAGUM, AN  
ANCIENT CLASSICAL INSTRUMENT



DRAMATICS

DRUM CORPS, SCHOOL FOR THE BLIND



GARDENING CLUB



Several of the larger high schools have English-language as well as Korean school papers. Boy Scouts, Girl Scouts, 4-H clubs, YMCA and YWCA clubs and similar groups are also active. A few of the leading high schools possess outstanding physical plants in extensive grounds, and one has a swimming pool. The facilities of smaller schools, especially in country districts, are very modest.

Many high schools have evening sessions; hundreds of students work an eight-hour day as waiters or elevator boys or office errand-girls, then begin the session of high school classes at five p.m. Fees are charged in the middle and high schools: tuition fee, P.T.A. fee, and a small student activities fee. The total—for one of Seoul's largest and best high schools—is 3,150 hwan (\$6.30) a month; in a country high school in Chejudo, about 2,250 hwan. A 21,300 to 21,900 hwan admission fee is also charged in the largest schools, which average over 3000 students in the combined middle and high school, and currently (1957-58) an additional fee of approximately 1000 hwan (\$2.00) per month for building and for increased physical facilities is required. Part of the expenses of the public schools are met by the national and provincial governments,

and in addition, many private middle and high schools receive an income from a school foundation, administered by a board of directors and supported by alumnae, parents and friends. Thus a private school foundation may be the owner of a lumber mill or salt-works.

Higher civic schools (similar to the elementary civic schools) are available for students who could not afford to attend middle school at the usual age. Schools for the handicapped serve adolescent boys and girls, and adults, as well as the younger children; there are also special schools such as the Shoe Shine Boys School, where students come for lessons in the evening after working during the day.







LEARNING TO USE A BENCH SAW AT THE TAEJON VOCATIONAL HIGH SCHOOL

### Vocational Education

The rapid growth of vocational education in Korea during the years since the liberation in 1945 has been phenomenal. As a Japanese territory, Korea was used as a source of rice and raw materials and common labor; Korean young people were for the most part denied the opportunity for training in even the semiskilled occupations.

With freedom for Korea in 1945 came also a sudden emergence into the bewildering complexities of a machine-age democracy. Engineers,

technicians in all fields, artisans, business men, experts in fisheries and agriculture were needed to build a balanced economy.

Accordingly the Ministry of Education, with UNKRA and U.S. aid and advice, has put into operation a long range program of vocational education. Beginning with simple prevocational projects in the elementary schools and continuing prevocational education as a required subject in the middle schools, this program is most strongly implemented at the secon-

dary level in the vocational high school, and continues upward through the technical and professional courses in colleges and universities.

In December, 1957, there were 273 vocational high schools in Korea with a total enrollment of 115,813. Of this number 108,168 were boys and 7,645 girls. The institutions for girls are all commercial high schools, but girls are permitted to elect certain curricula—such as agriculture—in some of the schools for boys. Several of the vocational high schools, notably in Pusan and Taejon, offer six-months training courses for adults—both day and night sessions—in carpentry, metal working and other courses.

Since the concept of education as classical scholarship has always been traditional in Korea, the idea of practical vocational training as a

vital part of education is new to parents and students. A special effort, therefore, has been made to attract students to elect and complete technical curricula by providing buildings and facilities for the vocational schools equal in every way to the best academic high schools, and by emphasizing the dignity of vocational competence as well as the need of vocational skills in building for the future.

**Vocational High Schools in Korea**

Type of school	No. of Public	No. of Private	Total Number
Agricultural	118	13	131
Commercial	39	38	77
Engineering	29	20	49
Fisheries	11	2	13
Transportation (Railroad Engineers)	1	—	1
Communications	1	—	1
Home Economics	—	1	1
	199	74	273

**TYPING CLASS AT SEOUL GIRLS COMMERCIAL HIGH SCHOOL. TYPEWRITERS WERE SUPPLIED BY O.E.C.**





**ELECTRICAL WORKSHOP AT SEOUL ELECTRIC HIGH SCHOOL**

Kyunggi Technical High School and Seoul Electric High School, both in Seoul, and two high schools in Pusan and Taejon, all rehabilitated and equipped with UNKRA assistance, are outstanding examples of the finest type of vocational education. The vocational education program is being expanded and strengthened with ICA aid.

Curricula for the students of Kyunggi Technical High School are three-fold: architectural, civil and mechanical engineering.

In the spacious concrete machine shop, boys wearing protective goggles learn the operation of lathes and other precision machines; in the sheet metal shop, buckets, pans and other products are made—later to be sold

and the profits used to buy more supplies. The carpentry shop turns out desks and other furniture for school rooms; and the foundry, the forge and the masonry shop are equally busy.

On the upper floors of the brick administration building are drafting rooms, laboratories, and library. Scale models are precisely and beautifully made.

The 1300 middle and high school students at Seoul Electric High School may also choose among pre-engineering courses: electrical, civil, and mechanical. Modern electrical equipment, including a powerful generator, enables students to master the basic skills of electrical engineering through demonstration and practice.





CARPENTRY SHOP



SHEET METAL SHOP

## Vocational Education For Boys and Girls

JE-IL AUTOMOBILE TRADE SCHOOL



HOME ECONOMICS LABORATORY





STUDENTS ATTEND AN ART EXHIBITION

MIDDLE SCHOOL BOYS ON THEIR WAY TO THE GARDENS OF KYUNG MU DAI





Approximately 50% of Kyunggi Technical and Seoul Electrical High School students continue their education in engineering colleges; the remainder qualify immediately for jobs in their respective fields.

In addition to the vocational high schools a number of private trade schools, with courses from one to three years in length, have been established for children of poorer families: 66 on the middle school level and 62 higher trade schools on the high school level. Automobile mechanics, agriculture, carpentry, metal working, typewriting, home economics, handcraft and beauty culture are among the courses offered in these schools. However, since the trade schools are mainly private institutions without subsidies from the Ministry, pupils are few, equipment is scarce, and instruction expensive, and only 16,663 pupils are enrolled in 128 schools. A beginning has been made, even with this small number of pupils, and the

trade schools have a significant potential to be developed in the future.

Work in the classroom and laboratory and workshop, and regular extra-curricula activities, are supplemented for middle and high school students by educational and cultural field trips to various places of national and local interest. Groups of students with teachers as guides pay visits to the tombs of the ancient kings at Seoul, Suwon, Chonju and Kyongju, and to the palace gardens in Seoul; to art, industrial and science exhibitions and to museums. Country pupils pour into the city by train and bus; bus-loads of city students combine cultural sight seeing with a picnic in the country; and from country and city alike, in the season of flowers, thousands of boys and girls of all ages fill the grounds of Kyung Mu Dai as President and Mrs. Rhee open the gates of the presidential mansion for all to enjoy the beauty of the gardens.



**PRACTICE TEACHING AT THE ATTACHED ELEMENTARY SCHOOL,  
COLLEGE OF EDUCATION, EWHA WOMAN'S UNIVERSITY**

**A FIRST-GRADE ART CLASS IN THE ATTACHED ELEMENTARY SCHOOL  
OF INCHON NORMAL SCHOOL**



## TEACHER TRAINING

The eighteen normal schools in which an average of 15,000 prospective elementary school teachers are trained annually, are of high school level. The curriculum includes the basic subjects taught in the academic high schools, with the addition of courses in education—principles, history, philosophy, psychology, methods and practice teaching—and several electives. Men students spend two hours a week in military training, and girls devote an equal amount of time to two electives chosen from the following subjects: physical education, vocational education, music, home making and the arts. A teaching certificate for the elementary grades is granted to all graduates of the three year course.

There are also eight teachers colleges. Graduates of the six four-year institutions are prepared for teaching on the middle and high school level, and graduates of the two-year colleges on the middle school level. Holders of the bachelor's degree from a four year college or university are qualified for instruc-

torships in colleges, and, upon completing 16 credits in teacher education, can teach in high schools.

Because the normal schools are nationally operated, students are exempt from the basic tuition fee, but pay an average of 1700 hwan (\$3.40) per month in P.T.A. fees. The system of free tuition and state scholarships enables many able but needy students to enter the teaching profession who would otherwise be barred.

Teachers' salaries vary according to the type of school and locality.

Type of School	Monthly Salary Scale (Total from all sources)	
	Lowest	Highest
Elementary School	Hw 24,000(\$48.00)	47,000(\$ 94.00)
Middle School	38,688(\$77.33)	65,460(\$130.92)
High School	40,327(\$80.65)	65,460(\$130.92)
Normal School	40,327(\$80.65)	65,460(\$130.92)
Colleges and Universities	50,000(\$100.00)	100,000(\$ 200.00)

In every province a Teachers Association has been formed. Closely connected with the Ministry of Education, these associations are members of the Federation of Teachers Associations. The Central Education Research Institute, established within the Federation and partially





STUDENT TEACHER DIRECTS FOURTH-GRADE  
SCIENCE EXPERIMENT

supported by the Ministry of Education, is engaged in experiments, research, the promotion of new and more effective teaching methods, and the holding of workshops; and carries on a general program for the raising of standards of the teaching profession in every area.

A principal objective of the Ministry is to improve the quality and lengthen the period of training for teachers at all levels. A step to be taken in the immediate future is the requirement of two years of college for elementary school teachers, since under the present system an elementary school teacher, after completing the prescribed three years of normal school, may begin teaching at the age of eighteen.

A group of educators from George Peabody Teachers College, under ICA auspices, works closely with the Ministry in an advisory capacity in the field of teacher training. The project covers both Pre-service and In-service activities. The objectives are to upgrade the existing teaching profession in the Republic of Korea, including the administrative and leadership groups. This is being done through the development of workshops and a wide series of activities for teachers on the job. It is expected that programs will emerge in the Teachers College to enable teachers to return to these institutions for additional years of professional preparation. An attempt is being made to develop a series (possibly

ten) of Teacher Education Institutions to a point where facilities, equipment, staff and curriculum are reasonably adequate to meet the needs of a democratic school system in a developing country in the last half of the twentieth century.

Specific projects involved in the program are as follows:

1. The development of a Department of Library Science at Yonsei University plus general assistance whenever possible to libraries and librarians in schools and colleges.

2. The development and expansion of education for young children in the College of Education and attached schools at Ewha University. This project covers the development of teachers for kindergarten and early elementary education.

3. Assistance in the development of textbooks and other teaching aids.

4. Assistance to the Central Education Research Institute, the Ministry, and individual colleges and organizations in the development of educational tests and in the perfecting of statistical procedures.

5. Assistance to the College of Education, Seoul National University, in the further development of a program for training high school and college teachers. This project is

being expanded to add undergraduate and graduate training for educational leaders such as principals and supervisors. Aid is being given for buildings, equipment and faculty development through the participant program in addition to the assistance of a technician from the Peabody team.

6. The most comprehensive project is in connection with normal schools and junior normal colleges. One provincial center is already established in connection with this project, and two others are in the process of development. Some assistance will be given to twelve or fifteen normal schools.

A major development in six or eight centers is planned. The Teacher Education Project is expected to continue until 1961.

The teaching profession is honored in Korea; there is no lack of applicants for admission to normal schools and teachers colleges, nor of educational majors in the colleges and universities. A sufficient number of teachers at all levels is expected in both the immediate and distant future. The program outlined above is intended to make certain that these teachers will be fully qualified by modern professional standards.



COMMENCEMENT AT SEOUL NATIONAL UNIVERSITY  
PRESIDENT RHEE CONGRATULATES THE WINNER OF THE PRESIDENTIAL AWARD.





## COLLEGES AND UNIVERSITIES

The attainment of a college degree is the ambition of every high school student, and 44.5% of high school graduates enter a college or university. Entrance examinations are competitive, with quotas set for the number of students entering each college or department.

The 15 universities, 34 colleges, and 7 two-year or junior colleges offer a wide range of diversified programs, from Seoul National University with 11,100 students to Haein, a small private college with an enrollment of 234. The liberal arts college is the heart of every university; in fourteen out of fifteen, there is a college of law. The majority of the four-year institutions are colleges of liberal arts. There is also a markedly increasing emphasis on professional and technical training in colleges (many within universities) of architecture, agriculture, dentistry, education, engineering, forestry, medicine, music, physical education, and veterinary medicine, and in departments of home economics, library science, and other professional majors, throughout the country.

Of the seven junior colleges, two are liberal arts colleges, two teachers colleges, one nursing, one fisheries and one agriculture. Curricula are specialized and, without exception, terminal. Enrollment for all junior colleges combined is 3300. An objective of the Ministry is the establishment in the near future of additional junior colleges with special emphasis on elementary teacher-training.

Two universities, two colleges, and four junior colleges are for women only; the remainder are co-educational with a large majority of men students. Coeducation is comparatively recent in Korea, and many college-age girls and their parents still prefer institutions for women only.

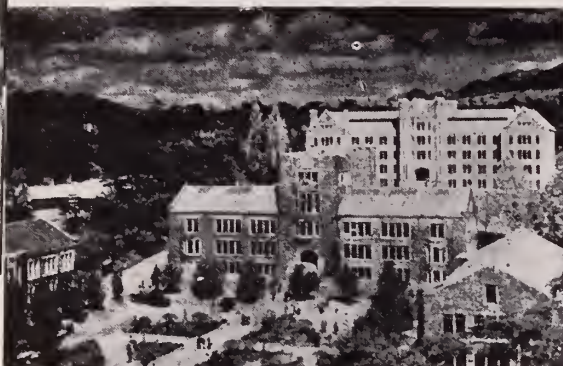




ADMINISTRATION BUILDING,  
KOREA UNIVERSITY



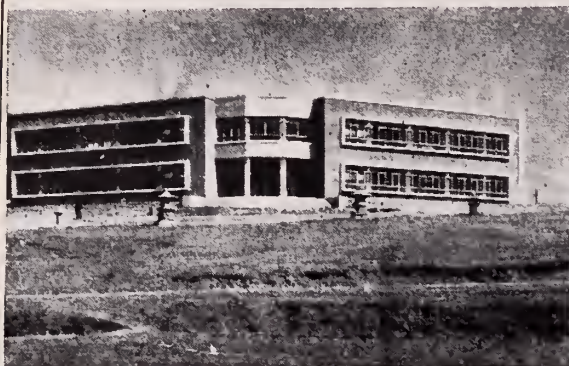
AUDITORIUM, PUSAN UNIVERSITY



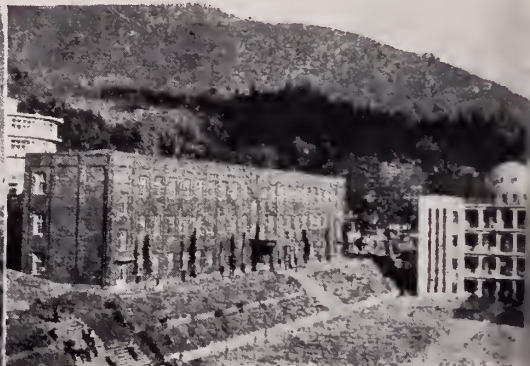
CAMPUS, YONSEI UNIVERSITY



LIBERAL ARTS BUILDING, EWHA  
WOMANS UNIVERSITY



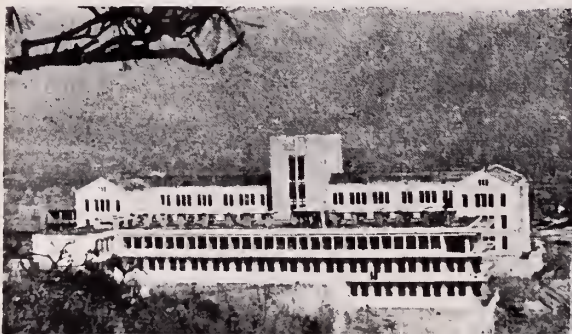
LIBRARY, KYUNGPUK UNIVERSITY.



TONG-A COLLEGE SCIENCE AND  
AGRICULTURE BUILDINGS.

DONGKUK UNIVERSITY

LIBRARY, CHONPUK UNIVERSITY







SCIENCE BUILDING, CHONNAM UNIVERSITY



CHUNGKOO COLLEGE



PFEIFFER HALL, CHUNGANG UNIVERSITY



ENGINEERING COLLEGE, SEOUL NATIONAL UNIVERSITY

SUNGKYUNKWAN UNIVERSITY







MERCHANT  
MARINE  
ACADEMY

In addition to the academic colleges and universities, there are four military academies: Army, Navy, Air Force and Marine; a National Defense College and a General Staff College; a Merchant Marine Academy; and a number of schools—especially theological seminaries—administered under the direct auspices of various religious groups. There are also special schools such as the Foreign Language Institute, originally an UNKRA project and currently administered jointly by the Ministry of Education and UNESCO, which provides three months intensive training in oral and written English, German, and French for Korean students preparing for study abroad.

Three major objectives are notable in the current development of Korean colleges and universities: (1) the construction of new buildings, the

provision of new laboratories and libraries, and the improvement of existing facilities; (2) the development of professional and technical education; and (3) a more thorough preparation, combined with a broadening of experience, of the teaching faculties.

#### 1. Buildings and Equipment

Under the plan of the Ministry of Education for the accreditation of colleges and universities, each institution is required to meet specified minimum standards within a period of five years; definite annual goals are set. At the end of the first year, new buildings—many of contemporary Western design—had been erected on most campuses; occasionally, as in the case of Sungkyunkwan University, in interesting contrast to ancient tile-roofed structures shaded by 500-year-old ginko trees.



**READING ROOM IN THE LIBRARY OF YONSEI UNIVERSITY**

College libraries were for the most part wholly or partially destroyed during the invasion; new libraries with up-to-date facilities have been given priority in most college and university building programs. Book collections are gradually being increased with the aid of UNKRA, ICA, and various foundations, and collections from American college students, plus the small funds which can be provided by the government

and sponsoring foundations. The development of a Department of Library Science at Yonsei University, and general assistance to libraries and librarians throughout the country, is proceeding with the aid of ICA.

The larger universities now have modern and fully-equipped laboratories and up-to-date physical equipment; smaller institutions are improving and adding to existing facilities every year.

**A CHEMISTRY LABORATORY, KOREA UNIVERSITY**





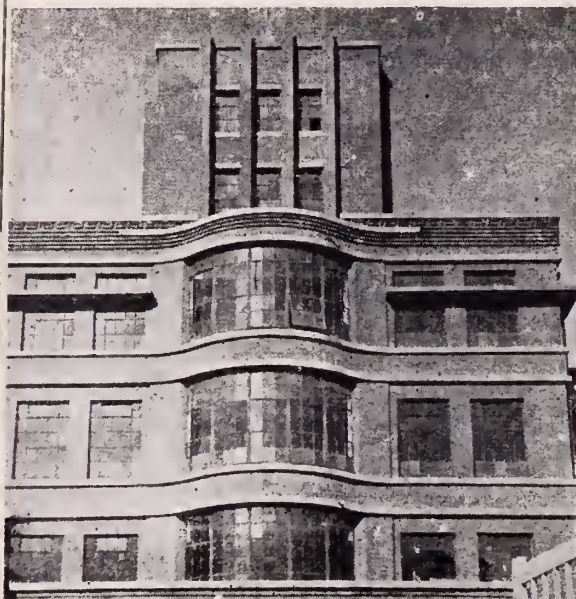
## 2. Scientific and Technical Education

Emphasis is being laid on the development of outstanding colleges and universities in the provinces, with professional and technical programs geared to regional needs, to compare on a favorable basis with the best institutions in the Special City of Seoul, where 29 of the 56 institutions of higher learning are concentrated. As examples, the medical college and attached hospital of Kyongpuk University in Taegu, rebuilt with UNKRA funds and administered with the aid of a Swiss medical team, is one of the most outstanding in Korea. Chonnam University, in Kwangju, and Pusan University also have fine medical colleges.

Under a program financed by ICA, and developed and implemented by the University of Minnesota, direct aid has been given to the colleges of agriculture, engineering, medicine (including nursing), veterinary medicine, and public administration of Seoul National University; buildings, laboratories and shops have been rehabilitated or newly built and equipped, the hospital has been modernized, and a new science building and library are underway.

Private colleges and universities are also strengthening their programs in scientific and technical fields. Chosun Christian University and Severance Medical School, for example, have recently merged to form Yonsei University.

MEDICAL COLLEGE ← KYONGPUK UNIVERSITY → ANIMAL HUSBANDRY







YOSU FISHERIES SCHOOL: STUDENTS  
LOADING FLAKED ICE ON A TRAWLER

The Fisheries Colleges at Pusan and Pohang are of especial interest; fisheries and minerals are the only natural resources of the country that can be developed to provide enough exportable wealth to give Korea a favorable balance of trade, and the training of young leaders in these fields is of major importance.

Distribution of Scientific and Technical Colleges  
(including colleges within universities)

Type of College	Total No.	Seoul	Provinces
Agricultural	10	4	6 Kwangju, Chonju, Taejon, Taegu, Chinju, Chunchon, Taegu
Commercial	6	3	3 Kwangju, Chonju, Taegu
Dental	1	1	0
Engineering	8	3	5 Kwangju, Chonju, Taejon, Pusan, Inchon
Fisheries	2	0	2 Pusan, Pohang
Pharmacy	6	5	1 Pusan
Medical	7	4	3 Kwangju, Taegu, Pusan
Veterinary Medicine	1	1	0

### 3. Teacher Preparation

College and university faculties are gaining in strength annually. Every effort is made by the Ministry and by college administrators to secure high calibre instruction and to offer adequate salaries. Foreign professors are members of the faculties of many institutions. A project of the Ministry of Education for the immediate future is the establishment of a more effective system of promotion for college and university faculty members, and the raising of the salary scale at all levels.

A program financed by ICA and formulated and carried out by the George Peabody Teachers College, provides assistance for the training of college teachers and administrators. Centered in the College of



DISCUSSION GROUP, FEDERATION OF TEACHERS' ASSOCIATIONS

Education of Seoul National University, advice and assistance are also given to individual institutions throughout the country. In-service training, workshops, the assistance of a technician, and teaching aids and equipment are provided. Through the Minnesota Program technical assistance has been provided for Seoul National University to improve the quality of instruction, and to aid in modernizing curricula and teaching methods; more than 130 staff members of SNU have been sent to the United States for one to three years of graduate study, of whom half have already returned to the university, and twenty-four American professors have served for varying periods at SNU.

The program of teacher preparation has been given impetus by the growing nucleus of professors in each institution who have studied in the United States or other foreign countries. Through the Smith-Mundt Act, the ICA program, the governmental grants from many foreign countries, and the assistance of private foundations, a large number of teachers and professors are sent abroad annually to study, and to observe modern methods of instruction and administration.

The Ministry of Education, through

the Higher Education Bureau, sets minimum standards for the curricula, teaching staff, physical facilities and equipment of all colleges and universities; regulates the schedule of examinations and the length of the college year; and approves the budget and the general calendar. Colleges and universities determine their own individual programs, which are administered by the president and faculty under the general supervision of the Board of Trustees. Individual alumni are often active in the affairs of their alma mater, and the organized alumni association is beginning to be a part of the college and university program.

The college year begins on April 1, with the first semester closing toward the end of July and followed by a seven-weeks vacation. The second semester opens in September and closes toward the end of March, with a six to seven weeks vacation during December and January.

In 1957, university fees (including tuition, PTA, Student Activities and a special building fee of 20,000 hwan) averaged 180,000 hwan (\$360.00) annually; board and room cost 15,000 to 20,000 hwan (\$30.00 to \$40.00) per month. The admission fee for new students averaged 2500 hwan (\$5.00).



TAPE-RECORDER IN A SPANISH CLASS AT THE FOREIGN LANGUAGE  
COLLEGE OF KOREA

The system of grading and the number of hours required for graduation are comparable to those of United States colleges, though the curriculum usually includes more individual courses for the same total of semester hours. Concentration in the major subject begins in the first year and continues throughout the college course. A choice of electives is offered; no distribution of courses among a variety of fields is required.

In some of the larger universities modern teaching aids and some classroom texts are provided, but of necessity the lecture is still the

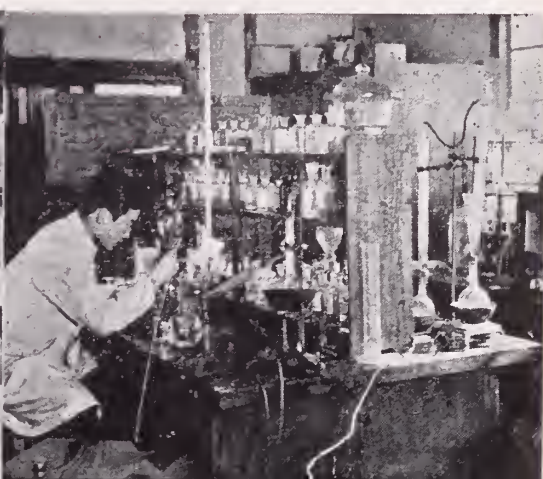
principal method of instruction. Therefore the grade in the final examination is of greater importance than regular class attendance and participation.

There are no dormitories in the majority of Korean colleges, and social fraternities and sororities do not exist. All students are members of the National Defense Corps, similar to the Student Government Association in an American college, and in most colleges the Student Government Council is active in promoting and supervising a varied program of extra-curricula activities.

CHEMISTRY CLASS, CHUNGANG UNIVERSITY



INDIVIDUAL RESEARCH, CHONPUK UNIVERSITY







Sports—both intra-mural and inter-collegiate—are popular, especially soccer, basketball, baseball and track. College newspapers are often published in both English and Korean editions. Sacred-music choirs, glee clubs, bands and orchestras are an important phase of campus activity. Concerts featuring both classical Korean music and folk songs and western classical composers are frequent, as are exhibitions of Korean classic and folk dances. Art clubs, camera clubs, oratorical and essay contests are also popular.





**PROFESSIONAL TRAINING**



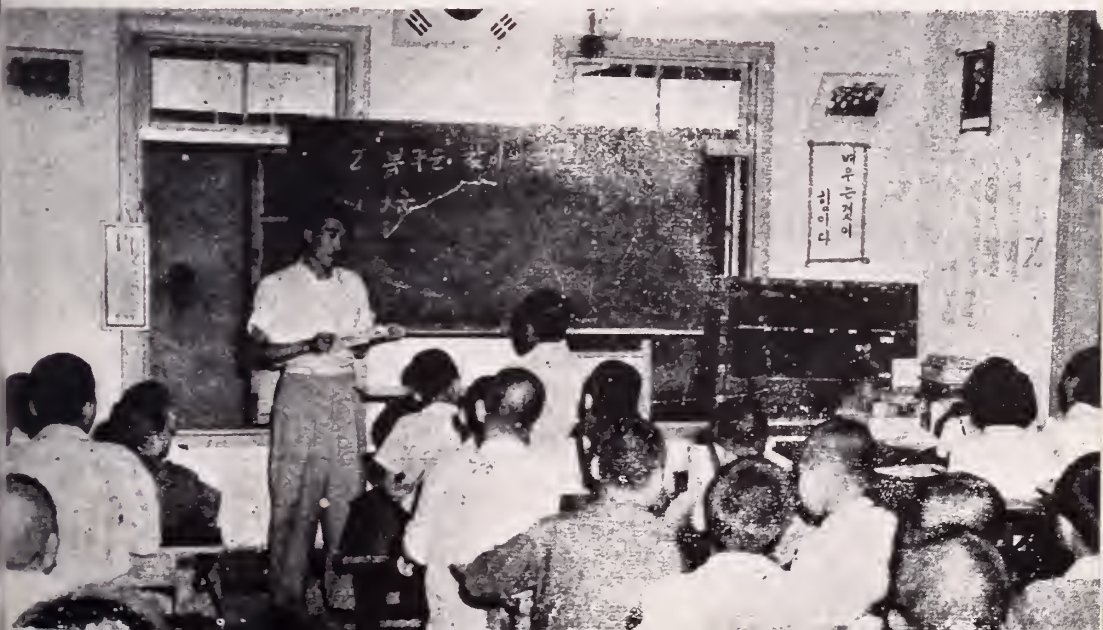
**EXTRA CURRICULA RELAXATION**

The varied pattern of college and university education in Korea, including emphasis upon professional and technical training, a full program of extra-curricula activities, and a

growing awareness of social responsibility, provides an increasingly effective program of mental, physical and social development.

### **SOCIAL RESPONSIBILITY**

**COLLEGE STUDENTS VOLUNTEER THEIR SERVICES TO TEACH NEEDY YOUNGSTERS**





## ACCREDITED KOREAN COLLEGES

Liberal Arts Colleges					Kongju Teachers	Kongju City	895	23	917
College	Location	Enrollment		Total	Pusan Fisheries	Pusan	855	1	856
		M	W		Sudo Medical	Seoul	193	567	760
Cheju	Cheju	735	36	741	Tongyang Medical	Seoul	462	7	460
Chungchi	Seoul	2991	8	2999	Marine Academy	Pusan	475	—	475
Chunggu	Taegu	1464	27	1419	Kwangju Teachers	Kwangju	371	86	457
Chungju	Chungju	1843	36	1879	Pusan Teachers	Pusan	395	168	563
Chungpuk	Taejon	3030	76	3106	Seoul Agricult.	Seoul	492	3	495
Dankuk	Seoul	2196	69	2265	— Kei myung Christian	Taegu	295	11	306
Dongduk	Seoul	—	157	157	Junior (2 Year) Colleges				
Duksung Women's	Seoul	—	234	234	Liberal Arts				
Haein	Chinju City	234	6	240	Enrollment				
Hongik	Seoul	1299	21	1320	College	Location	M	W	Total
Hyosung Women's	Taegu	—	408	408	Kyonggi Jr. College	Seoul	—	93	93
Kukhak	Seoul	1211	0	1211	Women's Jr. College of Chosun Univ.	Kwangju	—	78	78
Kukje	Seoul	348	9	357	Professional				
Kukmin	Seoul	894	6	900	College	Location	M	W	Total
Soongshil	Seoul	629	12	641	Pohang Fisheries	Pohang	198	0	198
Taegu	Taegu	1085	22	1107	Seoul Liberal Arts & Sci. Teach.	Seoul	986	176	1162
Tong-A	Pusan	4014	42	4506	Sudo Women's Teach.	Seoul	—	674	674
Wonkwang	Chonpuk	632	6	638	Taejon Nursing	Taejon	—	46	46
Professional Colleges					Surabul Art(Jr)	Seoul	139	16	155
College	Location	M	W	Total					
Chinju Agricult.	Chinju City	587	0	587					
Chunchon Agricult.	Chunchon City	625	0	—					
Foreign Language	Seoul	1250	50	1300					
Hankuk Theological	Seoul	164	23	187					
Hanyang Engineering	Seoul	1543	0	1543					
Inha Engineering	Inchon	552	1	553					



# ACCREDITED KOREAN UNIVERSITIES

Univ	Location	Enrollment			Affil.	Number and type of colleges													
		M	W	Total		Ag- ric.	Com- merce	Dent.	Ed.	Eng- ineer.	Fine Lib. Arts	Law Pol Sci	Med- ic	Mu- sic	Pharm.	Phys. Ed.	Pol Sci/The- Econ. ol.	Vet. Med	Grad. Sch.
Chonnam	Kwangju	3321	29	3350	National	✓	✓			✓	✓								✓
Chonpuk	Chonju	3030	76	3106	National	✓	✓			✓	✓								✓
Chosun	Kwangju	2888	18	2106						✓	✓								✓
Chungang	Seoul	4022	125	4147						✓	✓			✓					✓
Chungnam	Taejon	1486	33	1519	National	✓				✓	✓								✓
Dongkuk	Seoul	2197	22	2219	Buddhist	✓					✓								✓
Ewha Womans	Seoul		3998	3998	Methodist				✓		✓			✓					✓
Korea	Seoul	3322	29	3351		✓					✓								✓
Kyongpuk	Taegu	4398	29	4427	National	✓			✓		✓								✓
Pusan	Pusan	3849	228	4027	National		✓			✓	✓			✓					✓
Seoul	Seoul	11, 617	123	11740	National	✓	✓		✓	✓	✓			✓			✓		✓
Shinheung	Seoul	1857	29	1886							✓					✓			✓
Sookmyung Women's	Seoul		1159	1159					✓		✓					✓			✓
Sungkyun- kwan	Seoul	3479	39	3518	Confucian								✓						✓
Yonsei	Seoul	3182	339	3518	Presbyterian Methodist		✓		✓		✓								✓



**DR. CHAI YU CHOI, MINISTER OF EDUCATION, AND VICE-MINISTER SHEON GI GIM  
CONGRATULATE WINNERS OF HONOR SCHOLARSHIPS.**

**STUDENTS GOING ABROAD GATHER FOR AN INFORMAL ORIENTATION SESSION  
WITH THE ADVISOR TO THE COMMITTEE ON STUDY ABROAD**



## STUDY ABROAD

A major objective in Korea is the effective integration of the democratic philosophy and techniques of Western civilization with a four-thousand-year-old oriental culture. To aid in attaining this objective, there is need for an ever-increasing corps of young men and women who possess a deep devotion to Korea and who have also the additional knowledge and skills gained through study and work in other lands.

During the years 1951-1957, 3,890 Korean students have gone abroad for study, approximately 95% in the United States and the remainder in 18 other foreign countries.

The majority of these students make individual arrangements with colleges in the United States and other countries. The Honor Scholarship program, whereby a group of American colleges and universities provides substantial scholarships to be competed for by Korean students, enables an increasing number of outstanding young men and women of modest means to obtain an American education to use in the service of their country.

In addition to the students receiv-

ing scholarships directly from foreign colleges and universities, there are a goodly number of "government" or special grants awarded annually to mature graduate students. Through the ICA program doctors, scientists, public health administrators, educators, newspaper editors and representatives of business and industry, are sent to the United States for research, observation, and practical experience, and a few receive awards or full scholarships from other foreign countries. A number of Koreans are also sent to the United States annually through the Exchange of Persons Program provided for by the Smith-Mundt Act.

An important part of the program for study abroad is the appointment of members of the Korean Armed Forces for study and training in the United States in various military training centers for periods varying from a few months to a year or longer.

The Korean government allocates the sum of \$2,700,000 annually from its dollar exchange resources to be used for the transportation





**"KOREA NIGHT"  
AT AN AMERICAN COLLEGE**



**KOREAN COLLEGE COUNSELOR  
ADVISES STUDENTS**

and maintenance of Korean students studying in foreign countries. Because this amount—a very generous percentage of the available dollar exchange—cannot now be increased, the number of new students going abroad annually is limited to approximately 300, exclusive of full-support foreign-government grants.

In order to send abroad only those mature students whose outstanding ability and devotion to Korea will enable them best to use a foreign education in the service of their country, the Ministry has established the following program:

1. The Committee on Study Abroad

The Committee on Study Abroad is composed of representatives from the Ministries of Education, Foreign Affairs, Defense and Finance, and

from leading colleges and universities, with an American advisor.

This Committee, subject to the approval of the Minister, establishes over-all policies in relation to study abroad and supervises the implementation of these policies.

2. The Committee of College and University Counselors

The Committee of Counselors, a subsidiary of the Committee on Study Abroad, includes representatives from every college and university in Korea. Counselors provide information and guidance for the students of their respective institutions concerning study abroad, and aid in conducting a follow-up and maintaining a permanent cumulative record of Korean students in foreign countries.

### 3. General Qualifications for Students Studying Abroad

- a) For liberal arts majors: graduation from a Korean college
- b) For majors in science, engineering, medicine and vocational fields: completion of two years in a Korean college
- c) For male students: the completion of one year of military service in addition to requirement (a) or (b)

### 4. Specific Requirements for Students Studying Abroad

Students qualifying for study in the United States must meet the following detailed requirements. Qualifications for study in other foreign countries are similar.

Health examinations (one required by the Committee on Study Abroad, one by the American Embassy)

Satisfactory academic record for a minimum of two years in a Korean college

Registration with College or Veterans Counselor

Recommendation of college dean

Special examination in English, major subject, and Korean History, administered by the Korean Ministry of Education

Special examination in English, administered by the American Embassy

Permit (for male students) from Ministry of Defense

Security clearance from U.S. and Korean governments

Statement of admission (1-20 form) from an American College

Affidavit of financial support from an American citizen.

For the future, a major objective of the Committee on Study Abroad will be to encourage students from other countries to attend Korean colleges and universities. Several universities offer generous scholarships for foreign students, and other colleges and universities plan to do so in the immediate future. This constant two-way educational exchange will aid in creating a deeper understanding and a closer friendship between Korea and the other countries of the free world.

**NEW ZEALAND STUDENT IS  
AWARDED A MASTER'S  
DEGREE AT SEOUL  
NATIONAL UNIVERSITY**



# Korean Students Abroad

1951—1956

<u>NATION</u>	<u>1951</u>	<u>1952</u>	<u>1953</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>	<u>Total</u>
Australia				2	3		5
Austria						1	1
Belgium			1	10	6	1	18
Canada	3	11	13	10	4	3	44
China(Free)	3	7	1	4	17	10	42
Denmark		1	2	1		2	6
France	9	11	17	16	40	15	108
Germany(West)		4		10	22	20	56
Great Britain			5	3	3	1	12
Greece				1	1	1	3
Holland			2	1			3
Italy	3		4	7	1	8	23
New Zealand			1	2	3		6
Norway		2	1				3
Philippines	2	2	1	3	2	5	15
Sweden		1	2	1	2	1	7
Switzerland			1	2	2	5	10
Turkey						1	1
United States	108	364	580	1056	973	446	3527
<u>Total</u>	<u>128</u>	<u>403</u>	<u>631</u>	<u>1129</u>	<u>1079</u>	<u>520</u>	<u>3890</u>

Total Men: 2935

Total women: 955

Total Students: 3890

1951—1956



## Health and Physical Education

Korean children, undernourished during the war years, are especially susceptible to disease; the incidence of tuberculosis and parasitic diseases is particularly high.

A major objective of the Ministry of Education and the Ministry of Health is an effective long-range program of health and physical education. The program as of 1958 is as follows:

### 1. Physical Education

- a. Physical education is required in all grades from Grade I through college. Calisthenics, games and folk dances are taught in the elementary

school; in middle school, high school and college, calisthenics and sports (baseball, soccer, track, volley ball, handball, basketball, tennis and swimming) are included in the curriculum.

Time allotted for physical education is as follows:

Elementary School:

110-170 minutes a week

Middle School: 1 hour a week

High School: 1 hour a week

College:

1-2 hours a week; 4-8 semester hours credit





**b. Extra-curricula sports**

Both inter-school and intra-mural games are popular at the middle, high and college levels. Intra-mural activities are increasingly encouraged in order that a large percentage

of students may participate. Korean students also participate in international sports competitions, and Korean athletes compete in the Olympic games.





## 2. Health Program

### a. Physical examinations

All students, from the first grade through college, undergo annually a thorough physical examination, administered by a physician appointed by the school. Reports are sent to the parents.

Tuberculin tests are administered to all elementary school students once a year.

Beginning in 1958, X-ray examinations will be given to all college students and instructors. Materials are provided by the Ministry of Health, and small fees charged to students and teachers. In 1959 high school students and teachers will be able to take this examination, which will eventually be extended to all levels.

### A FIRST-GRADER IS GIVEN A TUBERCULIN TEST





b. Medical Equipment

Elementary schools are required, and middle schools, high schools and colleges are requested, to maintain first-aid kits, simple medical supplies, and a "sick room" for use in case of accident or illness. To date, lack of funds has prevented the implementation of this policy in a large majority of the schools throughout the country. Many schools in Seoul, however, are already provided with such equipment, plus the services of a school nurse.

c. Free Medicine

Elementary school children are provided twice a year with pills to combat parasites. These pills are provided at cost for those who can pay a small fee; 60% of the children receive free treatment.

Plans for the Future

1. Increased time for physical

education in middle and high schools

2. Health Security Plan

Since many ill students have no money for treatment, school clinics will eventually be established in each locality. Small fees within the reach of every family will be collected from all students to help pay for the cost of these clinics.

3. Physical Education Colleges

In order to implement the legal educational requirement of one or more teachers of health and physical education for every school, more than the one existing college of physical education is desirable. Fewer than thirty majors in physical education graduate annually from colleges and universities; 200 are needed every year.

A sound beginning has been made in a long-range program for the physical well-being of Korean students. As in all such plans, full implementation cannot be achieved until sufficient funds are available.



PHYSICAL EDUCATION COLLEGE, SHINHEUNG  
UNIVERSITY

## ADULT EDUCATION

The program for adult education is divided at present into three broad categories: (1) education for illiterates, (2) training courses in trades and vocations, and (3) the Fundamental Education Center for raising standards in agricultural communities.

The attack on illiteracy (of citizens over 12 years of age) has reduced the percentage from 77.8% in 1945 to 6.6% in 1957. Through the system of public elementary education 95.6% of the children of Korea can now read and write. For the adults who had no opportunity for schooling, a carefully planned campaign

reduced illiteracy almost 50% by 1957. During the summer vacation, students from the colleges, universities and high schools return to their homes in the towns and villages. Here many volunteer their services to conduct classes—during the day for children and in evening sessions for adults—to teach illiterate neighbors how to read and write. Such short-term summer sessions were attended by 712,049 adults during 1956, all of whom learned the rudiments of reading and writing; similar sessions are in progress for the remaining 811,992 illiterates.

READING CLASS FOR ADULTS. MOTHERS OFTEN BRING BABIES TO CLASS





**STUDENTS OF THE  
FUNDAMENTAL EDUCATION CENTER DISCUSS CROPS WITH FARMERS**

Throughout the country are located 20 schools for adult education. These centers are partly subsidized by the Ministry of Education, partly by the individual town and province. Various courses, from two to ten months in duration, are offered in practical trades or vocations: nursing, radio, mechanics, carpentry, home-making and so on.

The Fundamental Education Center at Suwon trains leaders for the rehabilitation of rural life, offering a full two-year course to its sixty students, taught by six foreign and

six Korean staff members. The center—a part of the UNKRA, UNESCO and UNTAA programs—is a sociological institute, providing practical training in leadership and organization, and practice in the techniques of scientific farming. The first group of trainees graduated in March, 1958.

The graduates from the center will serve as leaders in the various provinces throughout the country to train groups of young farmers for four or five months at a time. These farmers in their turn will serve as leaders in their native villages.



The three-fold program outlined above has made an encouraging beginning in eliminating illiteracy, in enabling thousands of adults to

become self-supporting through the mastering of a trade, and in raising the standard of living in agricultural areas.

WOMEN  
CONTINUE  
TO WASH  
CLOTHES  
AS THEY  
LEARN THE  
ALPHABET



#### Decrease in Illiteracy

Total Population over 12 years old	Literates*	Illiterates	% of Illiterates of total population
1945 10,253,138	2,272,236	7,980,902	77.8
1948 13,087,405	7,676,325	5,411,080	41.3
1956 12,269,739	11,457,247	811,992	6.6

#### Current program to Eliminate Illiteracy

Total number of illiterates as of January 1, 1956: 1,524,041

Total number of illiterates trained by January 1, 1957: 712,049

Total number of illiterates receiving training during 1957—1958: 811,992

\*The term "literate" in this table is used to indicate the ability to read and write the Korean alphabet, and does not imply advanced knowledge.



Dr. Chai Yu Choi, Minister of Education, administers a program which includes 9,291 schools and colleges, 3,764,202 students, 80319 teachers, and a budget of 31,603,000,000 hwan(\$63,206,000) annually

# ADMINISTRATION AND FINANCE

## ADMINISTRATION

The Ministry of Education establishes and implements national policies pertaining to education, science, crafts, culture, and physical training; establishes standards for all levels of education, and licenses teachers. The Ministry is also responsible for preserving traditional Korean art, for maintaining cultural centers such as libraries, museums, art galleries and zoological and botanical gardens, and for reviewing motion pictures.

The supervision and budget planning for these various phases of the educational program are carried on through one office and five bureaus, each responsible for a specific field of operation and each subdivided into sections.

### Administration of Public Education

The Ministry exercises direct control in these areas:

#### *Textbooks*

Korean language textbooks—called “national textbooks”—are prescribed for all schools. In other fields, school administrators may select texts from

an authorized list.

#### *Curriculum*

In order to ensure uniformity in fundamental aspects of learning, basic curricula are prescribed by the Ministry at all levels; individual differences may be found in elective courses and in special emphasis in particular fields.

#### *Teachers' Qualifications, Salary Scale, Appointments*

Qualifications and basic salary scales for teachers at all levels are determined by the Ministry. There are 18 classes of teachers; the provincial Governor's appointments of teachers from class 10 to class 1, of principals, and of professors of national universities, are subject to the approval of the Minister, who recommends to the President for final appointment.

#### *Health, Physical Facilities, Fees*

The Ministry sets standards for health and for physical facilities, and establishes the maximum amount of fees, for all schools and colleges.

The Central Education Board of thirty members includes one repre-



sentative from every provincial school board and twenty members recommended by the Minister and approved by the president. The members of this Board, selected from among the most prominent educators in the country, serve as advisors to the Minister.

#### The District or *Gun*

There are 140 school districts (*gun*) in Korea, and 27 cities which are also regarded as school districts. Each *gun* has a school board composed of one representative from each of its townships (*myon*); the *gun* chief serves as Board Chairman *ex officio*. This school board elects a *gun* superintendent of schools. The *gun* school board has autonomy—at the elementary school level only—in the transference of teachers within the district, and partial jurisdiction in other areas of education.

The city school board consists of ten members nominated and elected by the city assembly; the city mayor is chairman *ex officio*. This board elects the city superintendent of schools. The powers of the city school board are similar to those of the *gun* board, except that jurisdiction is extended through middle school.

#### The Province

Education at the provincial level is administered through two bureaus: *Education* and *Educational Administration*, both directly responsible to the governor. The Provincial Education Board, composed of one representative from each city and each *gun*, serves in an advisory capacity to the governor.

The governor, working through the Education Bureaus and with the advice of the Education Board, has authority to administer the general educational affairs of the province at the elementary and secondary levels. His appointment of teachers from class 18 through class 11. is final.

#### Administration of Private Education

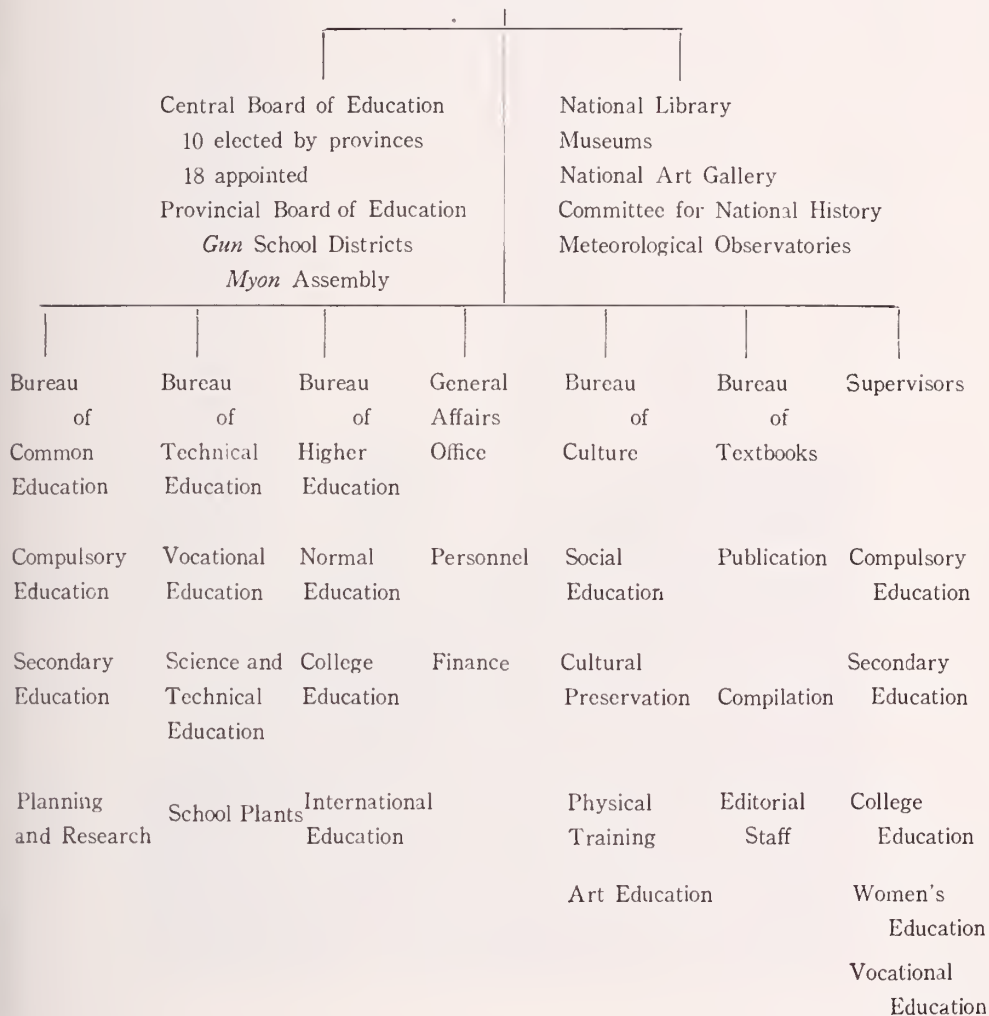
The Ministry of Education sets general standards in instruction, curriculum, physical facilities and health, and fixes maximum fees, for private institutions at all levels. Elementary and secondary teachers and principals are employed by the school superintendent and approved by the governor; college instructors are appointed by the college president.

# MINISTRY OF EDUCATION

## Administrative Chart

Minister

Vice Minister



## FINANCE

The total annual budget for education in 1957 was 31,603,000,000 hwan (\$63,206,000), the second largest item in the national budget. This sum is distributed as follows:

- 84% Elementary Education (largely for teachers salaries)
- 6% Secondary Education
- 3% Teacher Education
- 6% College Education
- 1% Other

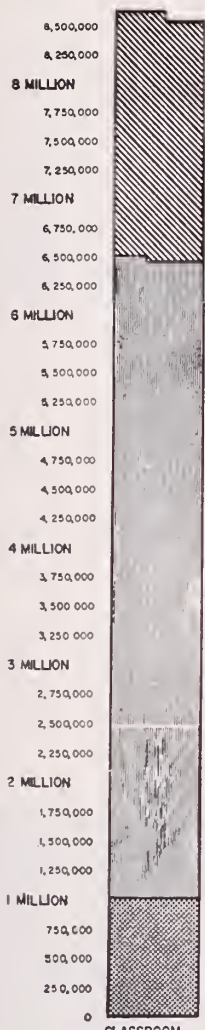
The special education tax totals approximately 4 billion hwan annually.

During the fiscal years 1953—1957, financial aid to Korean education from UNKRA and ICA (including Armed Forces Aid to Korea projects) totaled \$34,836,956, and \$10,845,700 in counterpart funds. Substantial aid has also been provided by UNESCO and by large private organizations, such as the American-Korean Foundation and the Asia Foundation; by individual groups in the Armed Services; and by the continued efforts of various church and missionary groups.

### NEW SCHOOL BUILT AND EQUIPPED BY AFAK







# EDUCATION PROJECTS 1952-1957

CLASSROOM CONSTRUCTION \$ 8,588,606.00	VOCATIONAL EDUCATION \$ 3,033,832.00	HIGHER EDUCATION \$ 7,173,850.00	TEACHER TRAINING \$ 3,447,961.00	OTHER PROJECTS \$ 257,792.00
----------------------------------------------	--------------------------------------------	----------------------------------------	----------------------------------------	------------------------------------

**KCAC**

**UNKRA**

**OEC**

TC-AV  
CHANG TUNG FIL

Aid from OEC totalled \$23,502, 256 (including \$10,700,875 administered through Armed Forces Aid to Korea) and \$7,250,190 in counterpart funds. These funds have been concentrated largely in the area of higher education, as follows:

Affiliation of Seoul National University with the University of Minnesota

Exchange of professors and technical assistance provided

Aid to the colleges of agriculture, engineering, medicine (including nursing) veterinary medicine, and law for public administration

Buildings, laboratories, hospital, shops built or rehabilitated. Program for Teacher Training, administered

by the George Peabody Teachers College Team

Workshops, in-service training; development of curricula

Aid to libraries and librarians

Assistance to Central Education Research Institute

Development of textbooks

Aid for buildings, equipment, teaching aids

Aid to Vocational Education: buildings and equipment

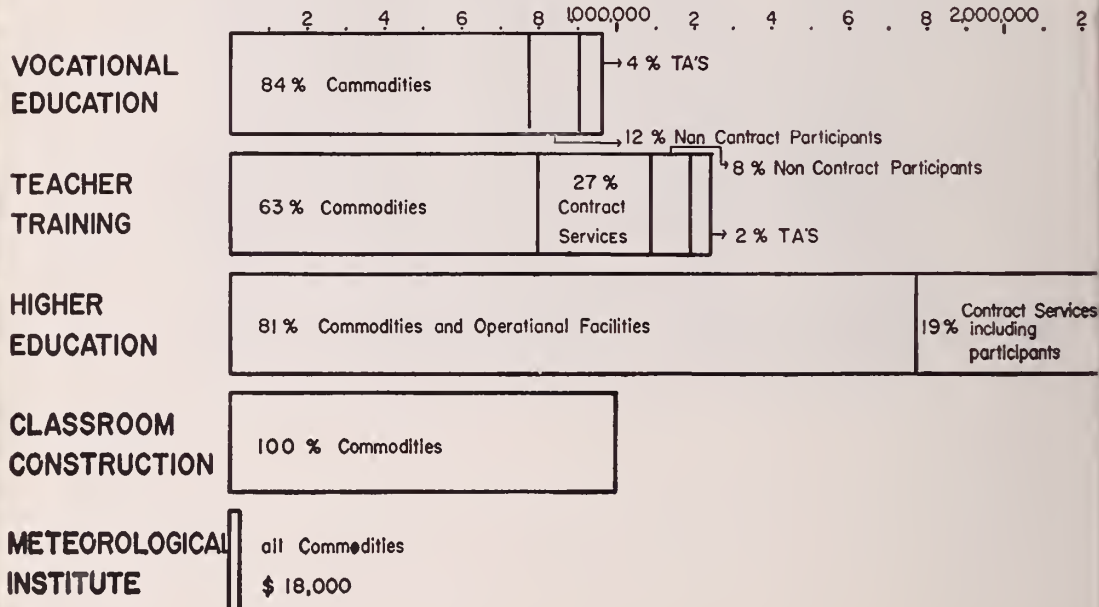
Equipment for Merchant Marine Academy

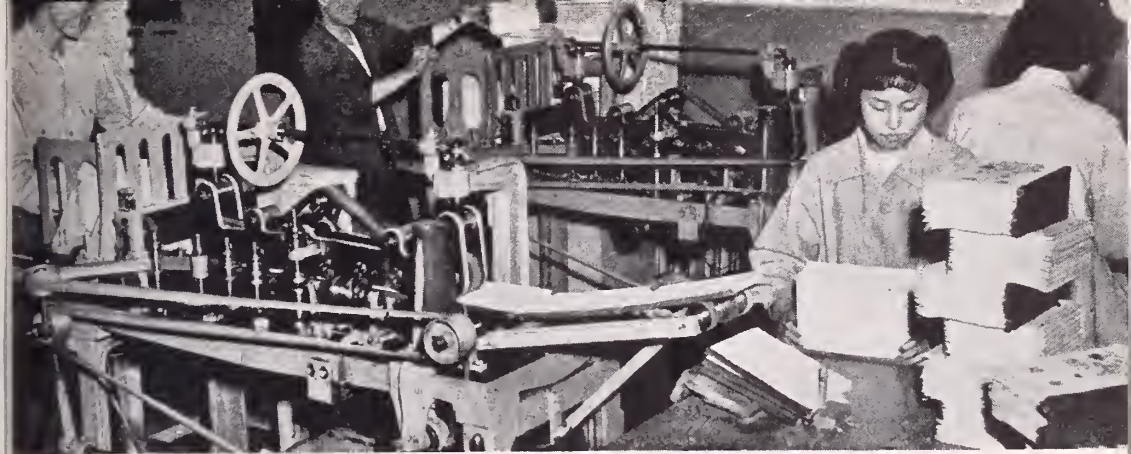
Equipment for Meteorological Observatory

Classroom construction and equipment.

## TOTAL O E C SUPPORT FOR EDUCATION 1957

IN \$ 100,000





### TEXTBOOK PRINTING PLANT, BUILT BY UNKRA

The \$11,334,700 and \$3,595,510 in counterpart funds provided by UNKRA has made possible the following major projects:

National Textbook Printing Plant;  
\$1.8 million worth of paper

Construction materials for 4800 classrooms serving 200,000 children

Merchant Marine Academy established

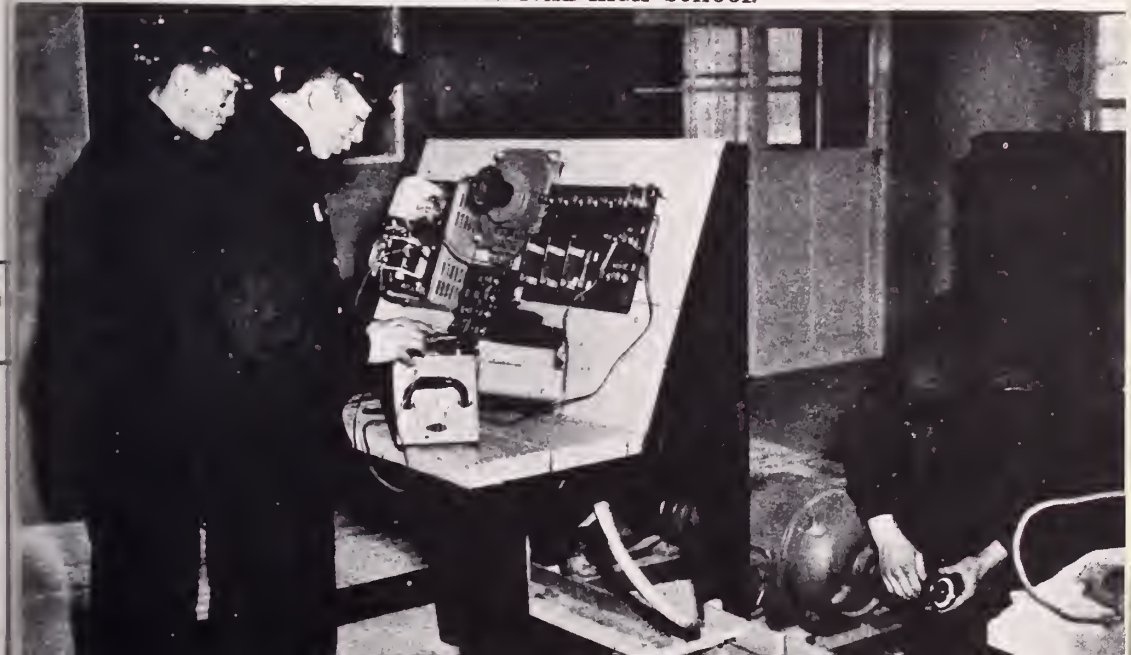
Seven technical vocational centers rebuilt and equipped

Fundamental Education Center

Foreign Language Institute

Equipment for 18 normal schools, for commercial high schools, and for the Central Meteorological Observatory; books and laboratory equipment for nine major universities.

### KYUNGGI TECHNICAL HIGH SCHOOL





The Ministry of Education is aided in the integration of the various aid programs for education by the Minister's Advisory Committee. This Committee, with the Vice Minister of Education serving as chairman, includes among its members the following:

Cultural Attache, American Embassy

Chief, Education Division, OEC

Director, American-Korean Foundation

Director, Asia Foundation

Director, George Peabody Team

Advisor, Committee on Study Abroad

Director, Education Project Division, UNKRA

Coordinator, UNESCO in Korea

Presidents of Seoul National, Yonsei, Ewha and Korea Universities.

Thus the Ministry of Education, in planning and implementing the program of education throughout the country, has the benefit of substantial financial support and also the professional counsel of qualified foreigners who have come to Korea because of the concern of the United Nations and the United States with Korea's post-war educational problems.

**VICE MINISTER SHEON GI GIM PRESIDES OVER A MEETING  
OF THE MINISTER'S ADVISORY COMMITTEE**



## PROBLEMS AND PLANS

In planning for the future it is the policy of the Ministry of Education to set up long-range programs at every level with specific goals to be met annually. The major objectives are as follows:

### Classrooms

Although 9,800 classrooms have been built or repaired with national and local funds and 7441 with UNKRA, ICA and AFAK aid, there is need for 30,842 more classrooms to care for present needs and increasing enrollment. Plans are underway for the building of 5000 classrooms in 1958 from national and local funds, and additional units with ICA and AFAK aid.

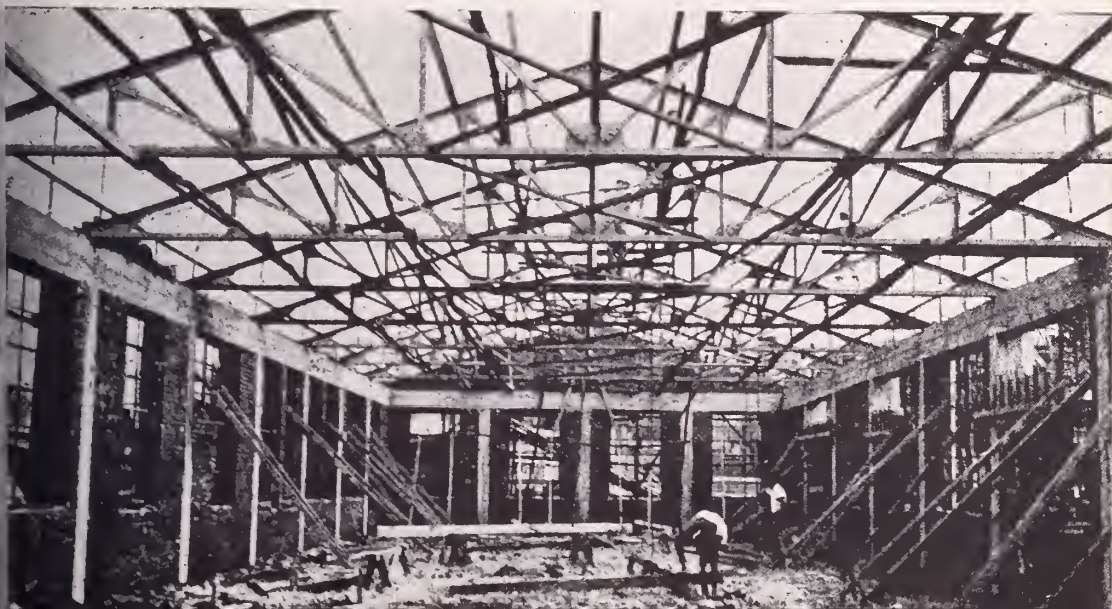
### Equipment

Equipment and teaching aids—especially scientific and vocational equipment and facilities—are needed at all levels. The increasing development of vocational education, begun by UNKRA, is being continued with ICA aid.

### Libraries

With very few exceptions, there are no libraries in elementary, middle or high schools; many of the smaller colleges possess only 500 to 1000 books. The more sizeable university libraries consist largely of Japanese, Chinese, and English texts. The Japanese language is no longer taught in Korea; Chinese (except

**30,842 MORE CLASSROOMS ARE NEEDED; 5000 ARE UNDERWAY IN 1958**





**BOOKS DONATED BY AMERICAN COLLEGES ARE JOYFULLY RECEIVED IN KOREA**

for a few hundred characters used commonly with the Korean alphabet) is taught only as a college elective. Since most Korean students begin to learn English in middle school, English text and reference books are of considerable value for research, but are too few and diversified for use in daily class work.

Modern library buildings have now been erected on most campuses; however, except in the larger universities, there is need for increased library facilities, more professionally trained librarians, more books, and wider circulation of books.

Korean administrators recognize the need for books as an immediate problem. Through the assistance of UNKRA, ICA, and private founda-

tions, and used-book contributions from American colleges and universities, thousands of valuable reference books and some texts—mainly written in English—have been provided for Korean colleges and universities.

#### Korean-language Text and Reference Books

The printing of elementary school text-books in Korean is proceeding satisfactorily; production equals demand. However, in middle schools and high schools, and in many colleges and universities, the students often learn solely from mimeographed materials, from blackboard demonstrations, and from lecture notes. The need for college-level Korean text and reference books is acute.



The publication of such books presents a major problem; costs are high, the market is limited, and the incentive for author and publisher therefore inadequate. Nevertheless, a committee of leading Korean educators is succeeding in improving the quality and increasing the number of up-to-date books published in every field. Twenty foreign texts have already been published in Korean and 96 others have been translated. Forty additional foreign books will be published in 1958, and the writing of new texts by Korean authors will be encouraged.

#### Entrance Examinations

Preoccupation with the demands of the entrance examinations at all levels presents a formidable problem. The prestige of students, teachers and school has depended chiefly on the degree of success in these competitive examinations in which two thirds of the candidates may often be eliminated; as a result, all too frequently, the driving necessity of cramming for the specific requirements of the examinations has caused actual neglect of the general curriculum.

Korean educators have begun a program to remedy this situation. An effort is being made, through the Ministry and through the various

teachers' associations and PTA's, to enlist the aid of teachers and parents in providing a broader general curriculum and in stressing (especially in the high schools) a well-rounded terminal education.

In 1957 the Seoul City Board of Education administered aptitude and achievement tests, including all subjects in the curriculum, to all sixth grade children; these tests, together with the school records, were used to some extent as criteria for admission to middle schools. These comprehensive tests, as yet in the experimental stage, may, if proven successful, replace the rigid and exacting entrance examinations now administered by middle schools.

Yonsei University has already set a heartening example by admitting students on the basis of high school records; some other universities admit a percentage of students on the basis of records.

#### Health and Physical Education

The program of health and physical education will be expanded and improved at all levels, with special emphasis on the prevention and cure of childhood diseases.

#### Elementary Education

The complete implementation of the law providing six years of free education for every boy and girl in

Korea—the complete abolishment of all fees and the providing of free books, paper and pencils for all elementary school children—is a most important goal in education, a goal which can be fully realized only at such time as further economic stability and prosperity is attained.

#### Secondary Education

##### a. Middle and High Schools

These schools are over-concentrated in some areas but short in others. Redistribution is planned in order to provide equal opportunity for all children throughout the country.

Where a middle and a high school are located on the same campus, both schools will be integrated into one unit.

##### b. Vocational High Schools and Trade Schools

Except for the vocational centers built or rehabilitated by UNKRA, existing facilities are entirely inadequate for the successful implementation of a nation-wide vocational education program.

In 1957 a five-year plan was instituted for the expansion of vocational schools: thirty-five courses in the agricultural, engineering and fisheries' high schools to be rehabilitated during 1958, and all vocational high schools and professional colleges to be rehabilitated at the end of five years. The establishment of at least one vocational school in every major city and every province is an eventual aim.

### THE VOCATIONAL EDUCATION PROGRAM WILL BE EXPANDED



The Bureau of Technical Education plans also to enlist the advice and aid of leaders in commerce and industry to survey needs and opportunities in these areas and to set up a program of trade schools accordingly.

Continued effort will be made to aid young people to realize the dignity and importance of vocational and technical education.

#### Teacher Training

In order to improve the standard of instruction:

a. Inservice training of teachers will be strengthened

b. Qualifications for elementary and middle school teachers will be upgraded:

Completion of 13th or 14th grade for elementary school teachers

Completion of 16th grade for mid-

dle school teachers

Successful completion of a national examination in order to qualify for a teaching license

c. Revision of the system of promotion for college lecturers and assistant professors, with screening by a special committee to determine eligibility for promotion

d. Raising of the salary scale at all levels when funds permit.

#### Colleges and Universities

Buildings and equipment are not yet, in general, sufficient for high-calibre education. In 1956 the college accreditation ordinance was issued by the Ministry in order to ensure the raising of college and university standards. All institutions are required to meet the new and higher requirements completely within a period of five years, with a

### NEW BUILDINGS ARE RISING ON EVERY UNIVERSITY AND COLLEGE CAMPUS





percentage goal set for each year. Any college failing to meet the goal for a specific year will be placed on probation and, if the requirements are still not met after a stated interval, will eventually lose accreditation.

At the end of the first year of the new plan (1957) liberal arts colleges had raised the standard of facilities by 40% and natural science colleges by 30%; for 1958 the goal is 60% and 50% respectively.

#### Study Abroad

The Committee on Study Abroad has outlined the following program for the future:

Expansion of the Honor Scholarship Program

Improvement of screening procedures

Implementation of a system of guidance and follow-up

Placement of students returning from study abroad

Appointment of education officials in the United States and Japan to counsel and supervise Korean students.

In addition to the specific programs outlined above, plans are in process for:

Establishment of an Institute for Nuclear Studies

Development of moral education

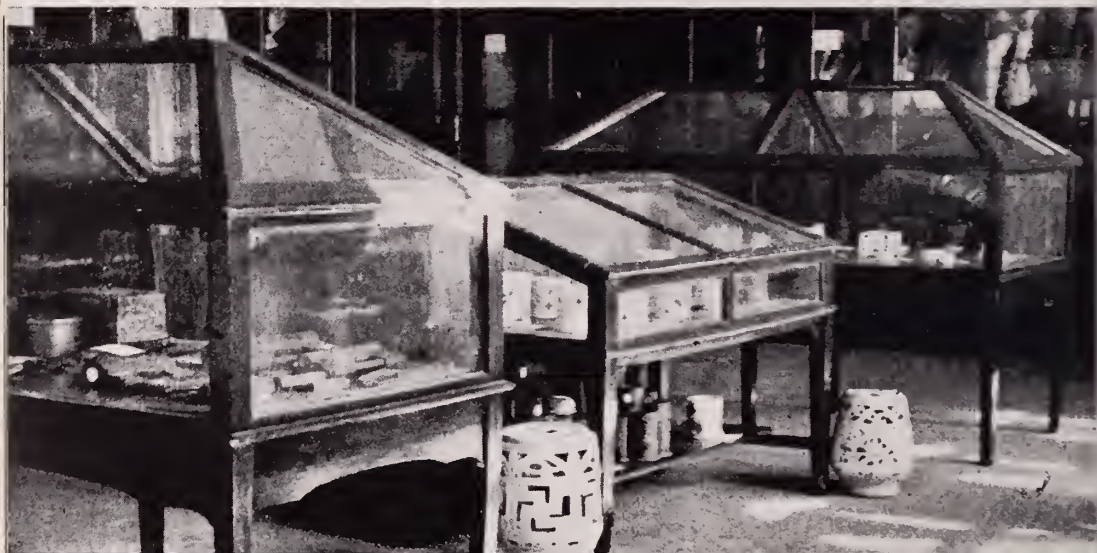
Expansion of social education

Rehabilitation of national cultural objects

Education of Korean nationals in Japan

Introduction of Korean culture abroad.

### RARE CULTURAL OBJECTS ARE HOUSED IN THE MUSEUM OF KOREA UNIVERSITY





From Kyonggi-do to Cholla Nam Do, 3, 764, 202 vigorous young Koreans are learning and developing, with a compulsive desire, in 9291 modern schools and colleges.

Education in Korea today is eloquent proof of the firm commitment of the Korean people to the values of a democratic society and to their own informed future.

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